

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC
Report on the Educational Achievement, Attendance and Health outcomes of Shropshire's Looked After Children (LAC) in the Academic year 2012-13

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Summary

This Annual Report describes the educational achievements and outcomes for the cohort of Shropshire LAC who were continually in the care of Shropshire Council between 1st October 2012 and 30th September 2013. It provides:

- information on LAC attainment at all key stages, with a particular focus on Key Stages 2 and 4 (GCSE or equivalent) results;
- information on, and evaluation of, the attendance levels of Shropshire LAC;
- information on the post-16 year destinations of Shropshire LAC;
- information on health outcomes and the work of Shropshire's LAC Education and Health team

Recommendations

Members are asked to note the contents of this report and:

- a) congratulate Shropshire's LAC on their educational achievements in 2012-13, particularly at Key Stages 2 and 4, which remain at above national averages for LAC;
- b) congratulate Shropshire's LAC on their school/educational attendance rates throughout 2012-13. This is the lowest recorded rate of absenteeism from school or education achieved by our LAC;
- c) congratulate Shropshire's LAC on their post-16 year destinations in 2012-13.

Report

1. Background Information

1.1 The total LAC cohort for 2012-13 (i.e. those LAC continuously in the care of Shropshire Council from 1st October 2012 – 30th September 2013) was 159. Of these the number of statutory school age was 126. This reflects a significant growth in the LAC population over the last 12-18 months (in 2010-11 the cohort/school age was 146/108 and in 2011-12 it was 130/98). Within their group 17 pupils reached the end of Primary school (Key Stage 2) and 18 pupils reached the end of Secondary schooling

(Key stage 4). Of the 18 pupils reaching the end of Key Stage 4, 4 were disapplied from sitting GCSEs because of their learning difficulties.

1.2 The LAC Education and Health team support all Shropshire LAC, including those children and young people who are only in the care of the Local Authority for a short time. With such small cohorts individual performance can have a substantial impact on headline figures, which can be volatile.

1.3 Of the 126 school aged pupils:-

§ 48 (38.1%) had a Statement of Special Educational Needs (SEN). The average statutory level for all Shropshire pupils is around 3.5%;

§ A further 39 (30.9%) were supported at the School Action Plus (26) and at School Action (13) stages of the SEN assessment process. This indicates a level of concern around learning or behaviour/emotional difficulties requiring specialist in school or additional external professional support.

The level of overall SEN (69%) within the LAC population is very significant when reflecting on performance outcomes based primarily on academic attainment. At the SEN levels described it would not be inaccurate to consider the concept of a 'Virtual Special School'. The LAC Education and Health Team continue to work very closely with schools, with individual LAC and with carers, residential staff, social workers and a range of other partners to ensure the full range of individual need is understood and met.

1.4 In addition to the level of SEN within the LAC cohort, the emotional impact of becoming Looked After is very often a significant barrier to engagement and learning. The separation from parents or parent is often based on issues around abuse, neglect and/or abandonment. One of life's most fundamental relationships, the trust between a child and their parent, has been fractured and the impact will be life-long. The emotional impact of this must not be underestimated.

1.5 Within the overall SEN numbers there is a significant incidence of emotional, social and behavioural difficulties (56% of the overall Statemented cohort). The high level of emotional, social and behavioural difficulties (ESBD) within the cohort reflects national trends which indicate that 60% of LAC and 72% of those in residential care have some level of emotional and mental health problems. Often these difficulties will be directly related to the abuse they have suffered and the trauma many young people experience during the separation from their family and move into care. Adjusting

to being in care for many is a long and difficult process requiring sensitive and frequent support from a range of colleagues across school and care settings.

1.6 The LAC Education and Health Team is a multi-agency team providing direct support to our LAC and young people. The team will work closely with individual LAC (every child/young person coming into the care of Shropshire Council is allocated a team link worker), with foster carers, residential care staff, with parents (if appropriate), with LAC Designated teachers, with Head teachers, SENCOs and senior school staff, with social workers, with Independent Reviewing Officers (IROs) and with a variety of health colleagues such as the Designated LAC Doctor, Camhs managers and practitioners, Health Visitors and School Nurses. In many cases the LAC Education and Health team link worker will have the longest lasting and most consistent relationship with the child/young person.

2. Performance Outcomes

2.1 Members will receive information in line with that from previous reports.

Performance Indicator	Number Eligible	Number Achieving Level	Shropshire Indicator for 2010-11 and 2011-12
The number and percentage of LAC who achieved Level 4 or above in ENGLISH at KEY STAGE 2	12 (5 disappled because of learning difficulties)	7/12 (58.3%)	<u>2010-11</u> 3/4 (75%) <u>2011-12</u> 6/7 (85.7%)
The number and percentage of LAC who achieved Level 4 or above in MATHEMATICS at KEY STAGE 2	12 (5 disappled because of learning difficulties)	9/12 (75%)	<u>2010-11</u> 2/4 (50%) <u>2011-12</u> 5/7 (74.4%)
The number and percentage of LAC who achieved 5 A* - C grades at GCSE (or equivalent) including ENGLISH LANGUAGE and MATHEMATICS	14 (4 disappled because of learning difficulties)	3/14 (21.4%)	<u>2010-11</u> 5/18 (27.8%) <u>2011-12</u> 3/13 (23.1%)
The number and percentage of LAC absent from education for more	126	6/126 (4.7%)	<u>2010-11</u> 6/108 (5.5%) <u>2011-12</u> 7/98 (7.1%)

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC

than 25 days in the academic year			
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2.2 Performance at Key Stage 1 (Aged 7 years)

In total there were 10 LAC in this cohort:-

- 4 males and 6 females;
- 3 placed out of Shropshire by dint of their long term fostering/connected person arrangements;
- 8 out of the 10 pupils had/have SEN (5 at school Action Plus which, given their age, could lead to a Statement, 2 being assessed for a Statement of SEN, and one with a Statement of SEN who was teacher assessed);
- Level 2 is the expected level of achievement;
- Level 3 or above represents achievement above the nationally expected standard for most 7 year olds.

	Length of time in Care @ 10/13	SEN Status	ENGLISH	MATHS	SCIENCE
Pupil 1	3 yrs 2 mths	SA+	2a	2a	2
Pupil 2	1 yr 5 mths	Under assessment	1b	1a	2
Pupil 3	3 yrs 9 mths	SA+	1b	1b	1b
Pupil 4	2 yrs 1 mth	SA+	4*	5*	-
Pupil 5	1 yr 6 mths	SA+	1b	2c	-
Pupil 6	3 yrs 7 mths	Under assessment	1	1	2
Pupil 7	1 yr 5 mths	SA+	1	2a	2
Pupil 8	1 yr 8 mths	Statemented	-	P7**	-
Pupil 9	2 yrs 7 mths	No SEN	3	2b	3
Pupil 10	4 yrs 7 mths	No SEN	2b	2b	2

Key

*Pupil 4 is working to the Welsh curriculum. At Key stage 1 this covers personal and social skills, English Language and Maths development. Levels are 1-6 with 6 being the highest.

Level 4 is the expected level for 7 year olds.

** for pupils with SEN working within W (working towards), P levels 1-8 are recorded with P8 being the highest P level.

2.3 Performance at Key Stage 2 (aged 11 years)

There were 17 pupils eligible for assessment at the end of Key Stage 2:

- 5 pupils were disapplied in line with their learning difficulties;
- 8 males and 9 females;
- 8 pupils are Statemented SEN (47%)
- 5 pupils are at School Action Plus (28%);
- 75% of the cohort therefore have significant levels of SEN;
- 58.3% achieved Level 4 or above in English whilst 75% achieved Level 4 or above in Mathematics.

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC

Pupil No.	Length of time in Care @ 10/13	SEN Status	KEY STAGE ONE RESULTS			KEY STAGE TWO RESULTS			ON TRACK
			ENGLISH	MATHS	SCIENCE	ENGLISH	MATHS	SCIENCE	
1	1 yr 6 mths	SA+	2	1	2	3	4	4	YES
2	3 yrs 11 mths	Statemented	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	YES+
3	1 yr 2 mths	No SEN	2	2b	2	4	4	4	YES
4	6yrs 11mths	No SEN	3	3	2	5	5	5	YES
5	1yr 11 mths	Statemented	3	3	2	5	5	5	YES
6	3 yrs	Statemented	W	W	1	2	2	-	YES
7	4yrs 5mths	SA+	1	1	2	3	3	4	YES
8	3yrs 2mths	No SEN	2	2c	2	4	4	4	YES
9	1yr 8mths	SA+	1	1	2	4	4	4	YES
10	5yrs 3mths	Statemented	W	W	W	Disapplied	Disapplied	Disapplied	YES*
11	4yrs 2mths	SA+	1	1	1	3	3	3	YES
12	1yr 7mths	Statemented	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	YES+
13	5yrs 11 mths	Statemented	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	YES+
14	8yrs 10mths	Statemented	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	Disapplied	YES+
15	5yrs 9mths	No SEN	2b	2b	2a	4c	4a	4b	YES
16	6yrs 5mths	SA+	1	2b	2	4b	4b	4b	YES
17	3yrs 4mths	Statemented	2c	2c	2	3	2	-	See below ϕ

Key

+ These pupils are all attending special schools due to their severe learning difficulties. All of the pupils are making academic and social progress in line with expectations

*Pupil 10 has been in a long term matched care placement and at entry to Key Stage 2 was expected to require special school at Key Stage 3. Due to the support of the school, the carer and LAC support, Pupil 10 has made sufficient progress to move up to Secondary school where she has made an excellent start both academically and socially.

¢ Pupil 17 has struggled with the mainstream school provision and has primarily been in specialist provision throughout Key Stage 2. The LAC Education and Health Team, along with the Social worker and the care home, continue to support Pupil 17 through another difficult period in his life.

Pupils 6, 11 and 16 in particular have made remarkable progress in Key Stage 2 and it is noted that they have all been in long term foster care placements which has undoubtedly contributed to their stability and progress. All three have received support from the LAC Education and Health Team working with the school, carers and social worker.

+ It is important to acknowledge that all pupils at Key Stage 2 continue to make expected or better than expected progress. Most have been in long term care placements throughout this period. One pupil is in residential care and two attend residential special school provision.

2.4 Performance at Key Stage 4 (aged 16 years)

Out of the school aged cohort of 126, there were 18 LAC completing statutory education. Of these 18, 4 young people were disapplied from sitting GCSE's or their equivalent because of their learning difficulties. Of the 18:-

- 10 are male and 8 female;
- 11 of the 18 had Statements of SEN (61%); with 1 being at school Action plus giving a total of 67% with significant SEN;
- 9 (50%) were educated in mainstream school provision;
- 3 were educated in special schools for pupils with severe learning difficulties
- 2 attended Tuition, Medical and Behavioural Support Service (TMBSS) provision
- 1 was placed in secure accommodation;

- 2 were educated in provision run by their care home organisation, and
- 1 LAC has a bespoke package of provision relating to his significant learning difficulties
- 11 of the 18 (61%) were living in residential care or school based residential provision.

Of the 14 LAC eligible to sit GCSE's or equivalent therefore:

- 3 (21.4%) attained at least 5 GCSE's (or equivalent) at grades A*-C including English Language and Mathematics. The national average for LAC attaining this level of result is around 11%;
- Of these 14 all of them gained an accredited external examination pass.

The anonymised results, backgrounds and destinations of all 18 LAC in the cohort are attached at Appendix C. Pupils D, F, G and P were disapplied from taking GCSE or equivalent examinations because of their learning difficulties. A summary of each individual's story is told in order to give context to the achievements made by each young person.

3. Post 16 Destinations

3.1 Details of the post 16 destinations of our LAC are also included at Appendix C. The context of their individual journeys from school into post 16 options is also described where appropriate. Of the 18 LAC/young people:

- 4 will remain at their specialist school provision, probably until 19 yrs
- 1 young person is classified as NEET (Not in Employment, Education or Training), although they are undertaking voluntary work as they continue to search for employment. This young person continues to work with the Connexions adviser, the residential staff, his social worker and the LAC Education and Health Team to support him and to continue to present options for engagement.
- 10 (56%) have started at Further Education College (on courses from Entry level to Level 3);
- 1 has started at Sixth Form College;
- 1 has started with County Training; and
- 1 continues on a bespoke curriculum relating to his learning needs
- Of the 10 starting college 5 are at colleges out of Shropshire but close to their respective foster placements.

All young people have been supported by the LAC Education and Health Team, with the Connexions worker co-ordinating plans for post-16 provision as well as supporting individuals with college visits and advice and support around applying.

4. Attendance and Exclusion

4.1 None of our LAC was permanently excluded from school in 2012-13. A small number of LAC had fixed term exclusions (details at Appendix D). The percentage of LAC missing more than 25 days of education over the year is 4.7%. In 2008-9 it was 13.9%, in 2009-10, 9.6%, in 2010-11, 5.5% and in 2011-12 it was 7.1%.

4.2 The vital importance of education to the life chances of our LAC cannot be stressed enough. The LAC Education and Health Team Senior Education Welfare Officer (EWO) continues to provide very effective support to our young people and to schools. Attendance levels are rigorously monitored (including those LAC placed out of Authority – see Section 7.0 regarding Ofsted Thematic Inspection), with attendance being checked every three weeks as a minimum and more frequently if there are concerns. Good attendance and the importance of education are promoted across schools, foster carers, and residential homes and with social workers. It is one of the core beliefs at the heart of the LAC Education and Health Team.

4.3 The total number of LAC of compulsory school age in the 2012-13 cohort was 126. Of these, 6 pupils (4.7%) missed more than 25 days of education over the academic year. Full details are set out at Appendix D.

4.4 Primary School Attendance

59 (47%) of the cohort were of Primary school age. Of these:-

- 50 (85% of Primary cohort) achieved attendance of 95% or above, with 36 (61%) of these achieving attendance of 98% or better;
- 5 pupils achieved 100% attendance levels;
- 10 (17%) have statements of SEN;
- 2 pupils of Primary age received fixed term exclusions of 7 days and 3.5 days. Considerable support was put into the school by the LAC Education and Health Team link worker and team Educational Psychologist and both pupils now have Statements of SEN to support their educational needs;
- No Primary aged LAC missed more than 25 days education
- 9 pupils had less than 95% attendance with the lowest level being 91%. Of these, one had 10 days holiday in term time. Another pupil moved care placement and school during the year which impacted on attendance.

- 13 of these children moved school during the academic year and 12 moved care placement. The LAC Education and Health Team along with the Social Workers and Children's Placement Service supported the children and worked with these schools to ensure as little disruption in attendance and exclusion as possible.
- The average attendance in Shropshire Primary schools is 95%.

4.5 Secondary school attendance

67 (53%) of the cohort were of Secondary school age. Of these:-

- 53 (79% of secondary cohort) achieved attendance of 92% or above with 46 (69%) gaining 95% or higher;
- 31 (46%) achieved 98% or higher;
- 7 pupils achieved 100% attendance;
- 6 young people missed more than 25 days of education across the academic year;
- 13 young people received fixed term exclusions. Those marked * are among the 6 with 25 days or more absence for the year. The other pupils had very good attendance apart from their fixed term exclusions:-

2 x 1 day *
1 x 1.5 days *
1 x 2.5 days
2 x 4 days
1 x 4.5 days *
2 x 8 days
1 x 9 days
1 x 9.5 days
2 x 10 days

- 31 (46%) of the young people have Statements of SEN;
- Only 7 secondary aged young people moved school during the year whilst 12 moved care placements. Placement and school stability for our young people remains an important focus of the Team;

Of the 6 secondary aged pupils missing more than 25 days education:-

- 3 were in Year 11
 - 2 were in Year 10
 - 1 was in Year 8
- All 6 had Statement of SEN;
 - All 6 were living in residential care (one in a Shropshire home, the others in 'contract' beds);
 - 1 attended a Shropshire ESBD school;
 - 1 received an alternative education programme;
 - 4 attended educational provision linked to their care providers;
 - 2 moved school and placement during the year, with one moving care placement twice;
 - 4 of these young people receive support from LAC CAMHS, including input from mainstream Psychiatric services.

5. LAC Team Educational Psychology input 2012-13

5.1 The LAC Education and Health Team has 0.5 full time equivalent Educational Psychology input. During the academic year 2012-13 the two Psychologists from the team took on over 35 new cases and continued to work over 40 on-going cases.

5.2 New requests for involvement encompassed Nursery aged pupils through to post 16. Post 16 work continues to develop. The work was both within Shropshire but also a good deal was spent supporting Shropshire LAC placed out of the Authority. The work undertaken ranged from individual assessment through to training for groups of school staff or carers around attachment issues, learning behaviour and emotional health and wellbeing. Advice was also given on potential school placements. Out of Authority work took place in Stockport, Runcorn, Widnes, Worcestershire, Warwickshire, Telford and north Wales.

5.3 In addition to the above the Educational Psychologists on-going commitments involved attendance at PEPs, Annual Reviews of SEN, LAC Reviews, Core Group meetings, as well as on-going advice to schools and other settings, including care homes.

5.4 Direct Cognitive Behavioural Strategy (CBT) was undertaken with a particular LAC which required a number of sessions. Many LAC pupils are supported through advice on

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC capacity building, supporting their attachment issues. School staff have also been trained in attachment based therapeutic approaches and management. This work has been undertaken with Shropshire LAC/schools as well as with schools where our LAC have been placed out of Authority. Requests for this support have increased and the input has helped prepare schools and stabilise and sustain placements.

5.5 The LAC Education and Health team Senior EP also supervised a Trainee Educational Psychologist who conducted her doctoral research looking at a paired reading approach for LAC across Shropshire and Telford and Wrekin. This involved working with LAC and carers and the improvement seen both in reading development and improved carer/child empathy was significant.

5.6 The Educational Psychologists have also provided training on child development and language development for foster carers and training on Autism and strategies for residential care staff to help them meet the needs of LAC with complex needs returning from a specialist setting to Shropshire. Individual bespoke packages of support have been delivered to schools to support our LAC as necessary.

6. Medical/CAMHS Information

6.1 The physical health and emotional wellbeing and mental health needs of our LAC are supported by the LAC Education and Health Team primarily through the work of the Designated LAC Nurse, the school nurse Lead working with the team for 10 hours per week from 2012) and the two CAMHS Senior Mental Health Practitioners. They form a core health component of the Team but work in a co-ordinated and collaborative manner with all other Team members to ensure a holistic approach to the wider needs of all of our children and young people.

6.2 In addition to these responsibilities the LAC Nurse also has responsibilities for health assessments of LAC from other Local Authorities (LA's) placed in Shropshire (the Head of the team has similar additional responsibilities for this cohort of children in terms of their educational needs). The number of LAC and young people both from Shropshire and other LA's continues to grow. At the time of writing, Shropshire numbers are 271, whilst those from other LA's are 410. This represents a considerable challenge across Shropshire based services.

6.3 The LAC Nurse continues to operate at both a strategic and practitioner level. Unfortunately during the year the LAC Designated Doctor moved, so currently Shropshire Health are in the process of appointing a Doctor who will hold this responsibility.

6.4 The addition of the School Nurse Lead to the Team has been very welcome and beneficial. Her substantive role includes school nursing to The Woodlands School and TMBSS, where a number of our LAC are placed. She has brought considerable experience and knowledge to the Team.

6.5 The Designated LAC Nurse continues to train a range of colleagues, including foster carers, residential staff, social workers and education staff. Training specifically on child development is delivered jointly with the team Educational Psychologists and other training is delivered with the team Teachers and the team EWO.

6.6 Health Visitors continue to complete LAC Health Reviews on under 5 year olds under the guidance and support of the LAC Nurse. The following table provides a breakdown of the Health Assessments undertaken in 2012-13.

Shropshire LAC:-

Total Referred = 183
Total Seen = 161

Completed by:-

LAC Nurse Shropshire = 103
School Nurse Lead = 3
Health Visitors = 46
{ Other area Practitioners = 5 {Telford LAC Nurse = 4

Health Assessment Appointments:-

Did Not Attend = 1
Refused by mutual consent = 1
Declined = 2
No longer required = 18 or seen later

Health Assessments required by other areas:

Referred = 156

Completed by LAC Nurse Shropshire = 130

6.7 In terms of the additional demands on the LAC Nurse it is interesting to look at changes over time:-

	YEAR			
	2007/8	2008/9	2011/12	2012/13
Total No of LAC referred for Health Assessments	170	225	310	339
Shropshire LAC	118	155	188	183
LAC from other LA's	52	70	122	156

6.8 89% of Shropshire LAC were seen for review health assessments within timescales. 90% of immunisations are up to date.

6.9 The Shropshire LAC Education and Health Team operates an integrated model aiming to support the Mental Health and Emotional wellbeing of our LAC. This model of working has received positive evaluation following a piece of work carried out by the National Children's Bureau (RETHI – Regions of Europe Tackling Health Inequalities) project. The LAC Nurse presented the Shropshire LAC Education and Health team model at an International conference held in Venice during 2013. The model has also been recognised by Ofsted as good practice.

6.10 The work of the CAMHS Senior Mental Health Practitioners in the team continues to focus on early intervention and wider support than just the individual LAC. Strong links with mainstream CAMHS are maintained. The increase in referrals has also been seen by the Team CAMHS workers and this has been compounded by one of the workers moving to another post in June 2013. Between September 2012 and October 2013 the LAC CAMHS workers had 36 new referrals on top of existing cases. This is a significant increase as often the work undertaken with the individual LAC will be long-term and sustained. This post has been re-advertised, interviewed for and successfully recruited to so that the team will be up to full staffing in terms of CAMHS from November 18th 2013.

6.11 The LAC CAMHS workers offer training on issues around the mental health and well-being of LAC and this has been delivered in a variety of settings this year, including our ESBD special school and in care homes and as part of child development training.

6.12 The Strength and Difficulties Questionnaire (SDQ) is still used in Shropshire to help gauge the mental health and emotional well-being of LAC who have been in care for at least a year. The LAC Nurse will complete these as part of her assessments and will liaise with our LAC CAMHS workers over individual cases. In 2011-12 the average score for SDQs fell from 15 to 13.5, and in 2012-13 this fell again to 12.5. This is a positive overall trend. However, if individual scores are high these cases will be discussed immediately.

7. Other Developments/Issues

7.1 Ofsted Thematic Review

This Review was focussed on support to LAC placed out of Authority. The work of the LAC Education and Health team was commended by the Review and case studies provided during the Review will be incorporated into the overall national report due to be published in the Autumn/Winter of 2013. The Review looked mainly at Shropshire LAC placed out of Authority and how they are supported. Issues around LAC from other LA's were a minor part of this Review.

7.2 In July 2013 the LAC Education and Health team ran a Multi-Agency Training Day at Shrewsbury Town Football Club in conjunction with the Geese Theatre Company and Clark Baim. The focus of the day was attachment issues – 'An Introduction to the Life of Children in Care'. Over 100 delegates from Health, Education and Social Care attended and took part in a very powerful day. The evaluation of the day was overwhelmingly positive.

7.3 The LAC Celebration Event took place at the end of September 2013 and over 190 awards were given to our LAC celebrating their educational achievements. This ranged from school attendance through to gaining entry to University. The evaluation of this event was also extremely positive.

8. Evaluation

8.1 The 'best ever' attendance figures for our largest ever cohort of LAC is a demonstration of how education and achievement is central to increasing the life chances and opportunities of our children and young people. It also demonstrates a shared commitment to the

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC education of our children across schools, carers, residential staff, and social workers. The LAC Education and Health team are central to this on-going work.

8.2 Our LAC continue to perform at levels above the national average in terms of academic progress. There is always room for improvement and the focus continues to be on having high expectations of every one of our children and challenging them to do even better. The positive impact of long term care and education is demonstrated by the progress our Key Stage Two cohort have made from Key Stage One.

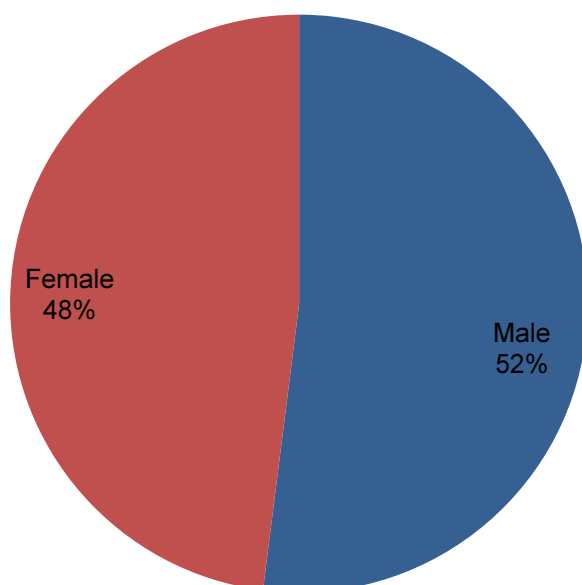
8.3 Post 16 destinations are also very positive reinforcing and building on the plans and commitment of many of our children and young people, supported by a range of carers and professionals. From very damaging starting points the resilience and commitment of our young people continues to be extraordinary.

8.4 The prevalence of SEN amongst the LAC population continues to be highly significant, particularly when the focus is solely on academic achievement. This report contextualises the achievements of our young people who more often than not start from very different points to the those of the wider school population.

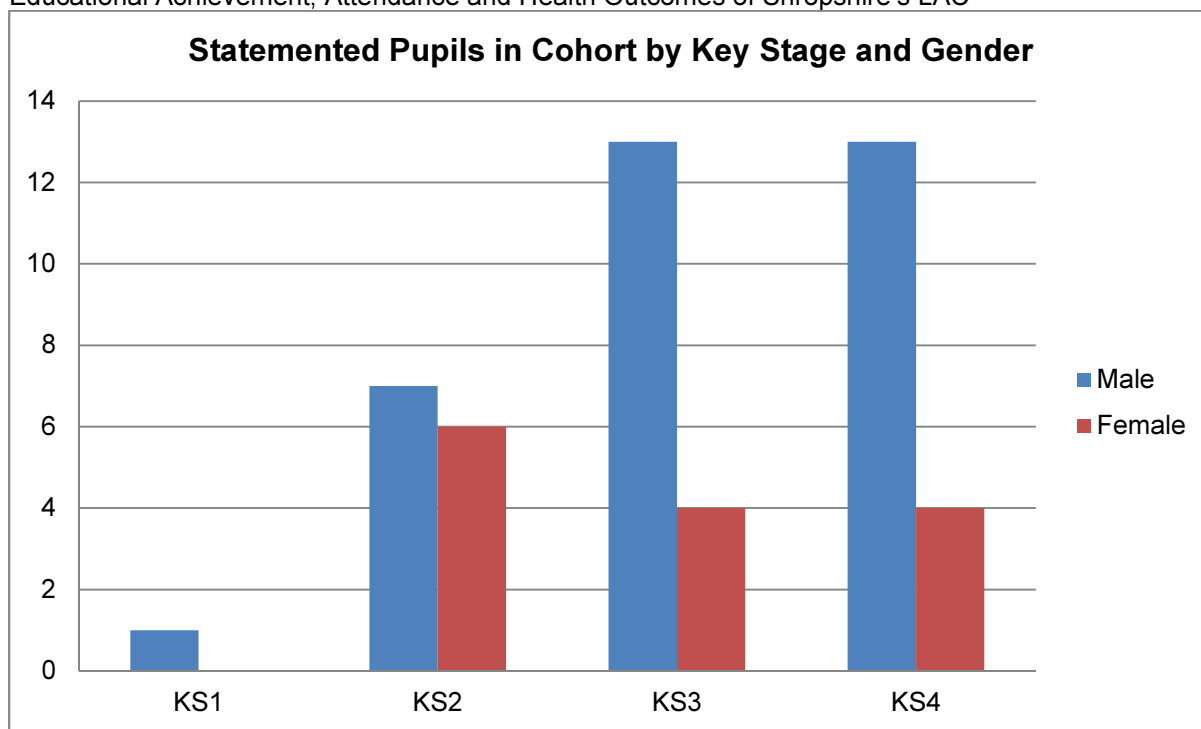
8.5 The rise in numbers of the LAC population both in Shropshire and of those LAC from other LA's living in Shropshire, continues to challenge the Local Authority in terms of its responsibilities to our children. The LAC Education and Health Team remains committed to the model of collaborative support to our children which has been commended by external national and international agencies. With a range of colleagues we focus on raising standards, promoting high expectations, supporting educational progress and aspirations, and ensuring the good mental health and well-being of our children and young people.

APPENDIX A

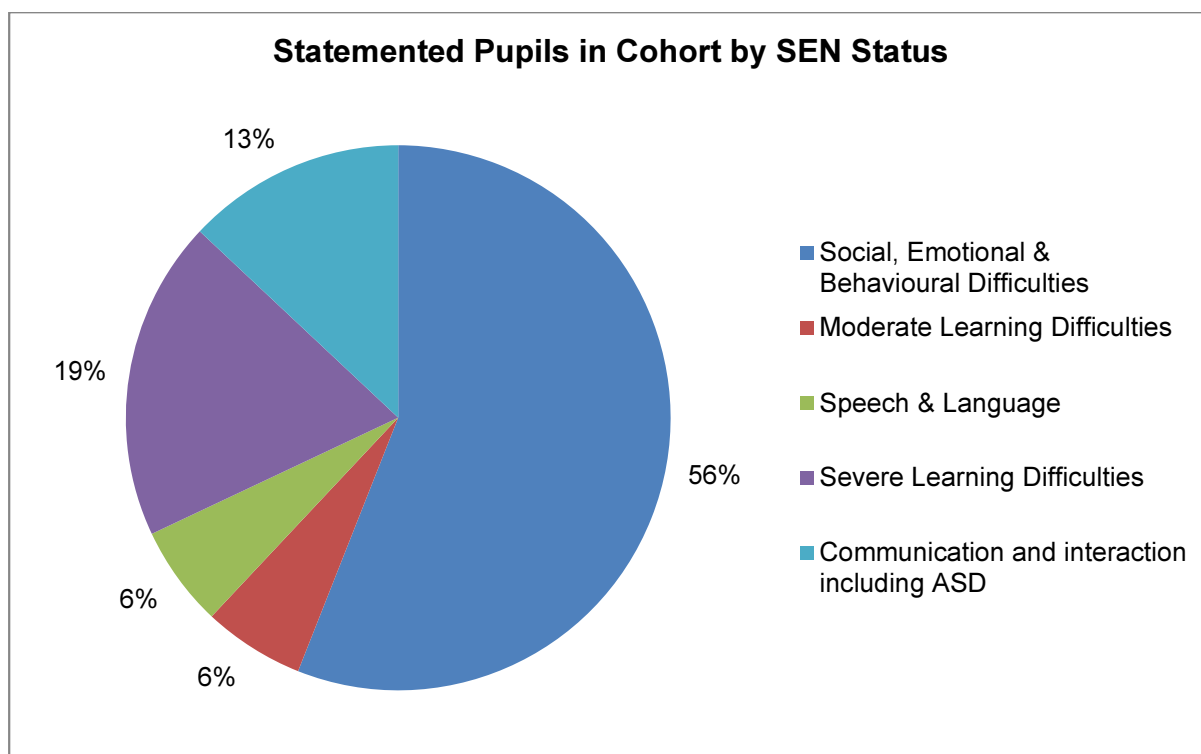
School aged Cohort by Gender



- In 2010-11 the 'split' was female 43% male 57%
- In 2011-12 the 'split' was female 29% male 71%



APPENDIX A contd.



APPENDIX B

Shropshire's Looked After Children Education and Health Team as at November 2013

Jeff Potts Head of Education and Health Team for LAC
Rosemary Hooper LAC Teacher
Kathy Everett LAC Teacher (0.8 Full Time Equivalent: fte)
Lisa Peters LAC Teacher (0.5 fte)
Jan Robson LAC Teacher (0.2 fte)
Ellie Johnson LAC Designated Nurse
Laura Caldecott School Nurse LAC and SEN lead (0.4 fte)
Anne Williams Senior Education Welfare Officer
Kim Jeffries Senior Educational Psychologist (0.2 fte)
Dr Jennifer Heseltine ... Educational Psychologist (0.3 fte)

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC
Becky Davies LAC Connexions and Participation Worker (0.4 fte)

Sue Taylor Senior Mental Health Practitioner – Camhs

Carol Aston Senior Mental Health Practitioner – Camhs

Paula Edwards LAC Team Secretary (0.5 fte)

Jude Metcher LAC Team Secretary (0.5 fte)

Key Stage 4 (GCSE or equivalent) Results and Post 16 destinations

The results and post 16 destinations were:

Pupil 'A'

Pupil A achieved 3 GCSEs (one at A* - C) in English (EE) and ICT (C) and entry level qualifications in History and Geography (Level 3s). Pupil A had a Statement of SEN for significant levels of learning difficulty as well as for social, emotional and behavioural issues. She was very well supported by school and the LAC Team Educational Psychologist assessment was very important in identifying and supporting some specific area of learning development.

Pupil A now attends Vocational Studies entry level course at an out of Authority Further Education College.

Pupil 'B'

Pupil B achieved 3 GCSEs (none at A*-C) in English (E), Mathematics (E) and Hospitality and Catering (E).

Pupil B had a Statement of SEN for significant levels of learning difficulties and social, emotional and behavioural difficulties. Pupil B was placed in a long term local residential care provision and was well supported by the care home, school and LAC Education and Health Team (including direct teaching in Year 11) to ensure he completed his Year 11 and made good choices for post 16 provision. Plans for a move out of Authority changed during Year 11 which caused some anxiety in Pupil B. Pupil B moved care home following GCSEs. Pupil B attends a Level 1 IT Course at a local FE College.

Pupil 'C'

Pupil C achieved 6 GCSEs (4 at A*-C GCSE or equivalent) English Language and Literature (D), Mathematics (C), Science (BTEC Distinction = 2 A*-C GCSEs), ICT (C), BTEC Sports (Merit = 1 GCSE A* - C) and Creative Craft (Level 2).

Prior to coming into care in November 2010, Pupil 'C' (and his brother) had a history of non-attendance at school that was an extreme cause of concern. The amount of schooling missed during Primary school and early Secondary school years was significant and these results are a real credit to the amount of work Pupil C put into his studies, the consistency and proactive support of his long term foster care placement and the work of the LAC Education and Health Team in securing his school placement, supporting his attendance

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC and learning, securing a SEN Statement and promoting the importance of education for future prospects. These results are, in the context of what came before, remarkable.

Pupil C now attends a local college and is studying for a Level 3 qualification in Health and Social Care.

Pupil 'D'

Pupil D was disapplied from examinations because of his severe learning difficulties.

Pupil D continues to make excellent progress academically and socially in his residential special school placement. He thrives on the consistency and stability offered by this 24 hour environment. He still requires a lot of help with transition from one activity to another, especially if a new activity is introduced. However, his agitation and anger levels have decreased significantly in this respect. Pupil D has made great strides with his communication and vocalisation over the past year. He can now work on activities independently and his concentration has improved.

Pupil 'E'

Pupil E achieved 8 GCSEs (3 at A*-C). English Literature and Language (D), Mathematics (C), Science (C), ICT (D), PE (D), Geography (F), Media Studies (C) and Drama (D).

Pupil E has been in care since 2006 and has had a number of foster care placements and latterly was placed in local residential care. Pupil E had a Statement of SEN for significant social, emotional and behavioural difficulties. The LAC Education and Health Team have had a very long involvement with Pupil E in terms of direct teaching, securing and supporting him in his mainstream schools, often at times of grave concern from the schools around his presentation and behaviours, and through funding and supporting work experience and college placements. An example of the impact of the LAC Education and Health Team teaching was the achievement of a Grade (C) at Mathematics. Throughout Years 10 and 11, he received direct 1:1 teaching from the Team teacher after obtaining a U grade in his Mathematics unit at the start of Year 10. The school had him on target for a (D) grade but this additional teaching secured a (C) grade. It is fair to say that Pupil E was disappointed with his overall GCSE grades as he, school and the LAC Team felt he under-achieved. At the time of his GCSEs Pupil E was experiencing difficult issues with contact with his wider family which undoubtedly impacted on outcomes.

Pupil E made it to the end of Year 11 and obtained sufficient grades at GCSE to obtain a place at a local FE college on a Level 2 Sport and Leisure course. Pupil E still receives teaching and emotional support on a 1:1 basis from the LAC Education and Health Team.

Pupil 'F'

Pupil F was disapplied from examinations because of her severe learning difficulties.

Pupil F has been in a stable foster care placement since 2005 and these carers have a good relationship with Pupil F's mother. The teacher from the LAC Education and Health Team has been the link worker since 2005 and there have been two social workers involved in this period. This continuity has undoubtedly helped Pupil F's continued progress in school.

Pupil F continues to make steady academic progress and will take Entry level exams in numeracy and literacy when she is ready. In terms of her personal development she is confident and happy in social situations and has learned about appropriate and inappropriate behaviours through consistent reinforcement at home and at school. She attends Sixth Form at her special school and attends a Health and Beauty course at her local college for one day per week.

Pupil G

Pupil G was disapplied from examinations because of his profound and multiple learning difficulties.

Pupil G has profound and multiple learning difficulties and his communication is largely through his eyes and his smile.

Pupil G experienced some significant events throughout 2011-13 as his long term foster carer retired and he was moved to a residential provision which can meet his health, social and educational needs into adulthood. Along with the Social Worker from the Disabled Children's Team, the teacher from the LAC Education and Health Team played a major role in co-ordinating and supporting his transfer and arranging appropriate educational provision. Initially this was at a neighbouring special school but Pupil G's health deteriorated to a level whereby education was delivered in a creative and flexible way within the care home, supported by 'in reach' from the Special school. The Ofsted Thematic Review in July 2013 looked at this case particularly and commended Shropshire for their integrated supportive and sensitive delivery of these changes which will enable Pupil G to experience a high level of care and continuity into adulthood.

Pupil H

Pupil H achieved 10 GCSEs (all at A* - C including English Language and Mathematics): English Language (B), English Literature (B), Mathematics (B), Additional Mathematics (C), Science (A), Additional Science (C), Spanish (C), Hairdressing – Reception Level 2

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Pupil H has been living in a Local Authority residential home and these results are a tribute to her dedication and her aspirations to do well. She was very well supported by her social worker and the staff in the residential care home.

Pupil H is now studying 'A' Levels at a local Sixth Form College.

Pupil I

Pupil I achieved 9 GCSE's (4 at A* - C):- English Language (C), English Literature (C), Mathematics (D), Science (C), ICT (E), Art (C) , Drama (D), Child Development (E) and Health and Social Care (D).

Pupil I achieved these excellent results at a time when there were serious issues regarding her wider family which had implications for her and her younger brothers. The LAC Team teacher and Social Worker supported a move at the beginning of September 2013 to a foster care/connected persons placement out of Authority for the children securing appropriate school and college placements.

Pupil I is studying a Level 2 Art and Design course at a local FE college.

Pupil J

Pupil J achieved Entry Level passes in Mathematics and English at Level 3.

Pupil J had a Statement of SEN for social, emotional and behavioural difficulties and has been in care for over 10 years. The Head of the LAC Education and Health Team has supported Pupil J throughout this period. Pupil J has been placed in a number of foster care placements over the years and in specialist and local residential care placements. Pupil J struggled to maintain his mainstream school placement in Year 11 despite huge support from school, social worker and the LAC Education and Health Team. Very significant family issues impacted on his emotional health and a placement at the Tuition. Medical and Behavioural Support Service (TMBSS) was obtained for Year 11. Pupil J found it difficult to settle in TMBSS although he responded positively to a work experience placement found for him during Year 11. Despite these difficulties Pupil J is an engaging and popular young man with peers and adults alike. He retains some unrealistic expectations about post 16 options and at the time of reporting outcomes was classified as NEET but undertaking voluntary work. The latest situation is that the LAC Education and Health Team continue to support Pupil J and he has agreed to start a County training placement in January 2014.

Pupil K

Pupil K achieved 10 GCSEs or equivalent (all at A* - C grades):

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC English Language (B), English Literature (A), Mathematics (B), Science (C), Physical Education (Level 3 = B grade), Religious Education (B), Textile Design (C), Child Development (B), History (B) and Catering (B).

Pupil K was placed in foster care Out of Authority and has thrived in a very supportive environment. There have been challenges along the way and the LAC Team teacher and social worker have been involved supporting both the care and school placement at times. However, Pupil K has achieved an excellent set of results which are a credit to her and the support from her carers.

Pupil K is now studying Fine Art at Level 3 at a local FE college.

Pupil L

Pupil L achieved 7 GCSEs or equivalent (5 at A* - C not including Mathematics):

English Language (C), English Literature (B), Mathematics (E), Science (C), Geography (D), Child Development (C) and ICT (C).

Pupil L advanced very well but was disappointed by her Mathematics grade even though school used the Pupil Premium to provide her with additional Mathematics teaching.

Pupil L attends a local college close to her foster placement and is studying a combination of two A Levels, a BTEC level course and Mathematics GCSE.

Pupil M

Pupil M achieved 8 GCSEs (5 at A* - C including English Language and Mathematics):_

English Language/Literature (C), Mathematics (C), Science (C), Welsh (D), Design & Technology (B), Physical Education (D), French (D) and History (B).

Pupil M has shown extraordinary resilience throughout his entry into and time in care. He moved to a neighbouring Welsh local Authority foster care placement (Shropshire Carers) and on to a local school during Year 8. The LAC Education and Health Team were involved in negotiating this placement. He has flourished in the care placement and at school and these results are a tribute to his efforts and achievements.

Pupil M now attends a local FE college and is studying for a Level 2 course in Motor Vehicles.

Pupil N

Pupil N achieved Entry Level 1 passes in Mathematics and Science and a Level G in English Language GCSE.

Pupil N had a statement of SEN for Attention Deficit Disorder, Autistic Spectrum Disorder and Attachment Disorder. Pupil N has been and continues to be supported by a team of professionals from within the LAC Education and Health Team, including a Camhs worker,

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC teachers, Education Psychologists, Nurse and Connexions worker. Pupil N remains in specialist residential care and was educated in that organisation's educational provision from Year 9 when her mainstream school placement was no longer tenable. Pupil N continued to struggle with social integration and behaviours but did have a highly successful work experience placement working with horses. She has a genuine empathy and understanding of horses and this placement gave her many positives when much else was difficult for her. Pupil N will continue to require significant support into adulthood. Pupil N attends an 'Advance Training Programme' with County Training, which involves horses/small animals work placements/experience.

Pupil O

Pupil O achieved functional skills English (Level 2) and Mathematics (Level 3) and 'Step Up' ICT programme entry level pass.

Pupil O has a Statement of SEN for a complex array of needs encompassing specific learning difficulties, epilepsy, attachment disorder and social, emotional and behavioural difficulties. Although placed in a local Secondary school, it became apparent on his entry into care (in Year 10) that Pupil O had extremely complex difficulties arising from his past. His attendance levels were extraordinarily low and he was not functionally literate or numerate. The LAC Education and Health Team were central in supporting this young man throughout an alternative educational programme, giving him additional teaching sessions and placements on local work experience and foundation skills projects throughout 2011-13. A range of professionals from the Team, in conjunction with the Social Worker and residential care staff, worked collaboratively and alongside Pupil O to ensure his engagement and his ability to sustain these placements despite some severely challenging behaviours. These examination passes represent a huge achievement for Pupil O, enabling him to attain acceptable literacy and numeracy levels. He continues to be supported by the Team and the 16+ Team in his current bespoke post 16 provision.

Pupil P

Pupil P was disapplied from examinations because of his serious mental health issues. Pupil P remains placed within his specialist care environment.

Pupil Q

Pupil Q achieved Entry Level Maths (3) and Entry Level Science (1).

Pupil Q has been in care since 2003 and has had 7 placement moves. Lately he has been placed in local independent residential provision, attending their own educational provision. It is recognised that Pupil Q did not reach his academic potential and family issues continued

YOUNG PEOPLE'S SCRUTINY 26 March 2013: APPENDIX C Care Leavers Pathway and Educational Achievement, Attendance and Health Outcomes of Shropshire's LAC to intrude on his progress throughout Years 10 and 11 particularly. Pupil Q had a statement of SEN for Social, emotional and behavioural difficulties. At his final Year 11 PEP, Pupil Q acknowledged the fact that he had not achieved at the level he was capable of, but stated he was looking forward to attending college.

Pupil Q attends a local FE college studying on a Level 1 Motor Vehicle course.

Pupil R

Pupil R achieved 6 GCSEs (3 at A* - C) and Adult Literacy and Numeracy Levels 1 & 2: English (C), History (D), Child Development (C), Mathematics (E), Science (D), Art and Design (C).

Pupil R has been closely supported by the LAC Education and Health Team since her entrance into care in May 2011. Pupil R struggled to maintain her mainstream school placement following her move into care and after a sustained period of 1:1 teaching with the Team she moved on to a TMBSS. Additional teaching was made available to her to supplement her TMBSS studies. Pupil R is aspirational about her education and her future and worked hard to achieve these grades.

Pupil R attends a local Sixth Form College, studying a mixed Level 2 GCSE and BTEC programme.

Of the 14 pupils sitting GCSE examinations or equivalent:-

- 3 (21.4%) achieved at least 5 A* - C grades, including English and Mathematics;
- All of our young people have moved on to positive post 16 year destinations;
- 12 of the overall cohort of 18 (4 were disapplied) (67%) had a statement of SEN;

If the 18:-

- 9 (50%) were educated in mainstream schools
- 6 (33%) were educated in special schools/provision
- 1 (5.5%) was educated through a bespoke programme relevant to his SEN;
- 2 (11%) were educated via TMBSS

The brief 'perspectives' above give an indication of the context within which some of these achievements were made. Each young person has an individual story but there is a clear indication of achievement across the spectrum from outstanding GCSE results through to astonishing individual accomplishments.

APPENDIX D

Attendance

Out of the cohort of 126 school aged pupils, 6 (4.7%) missed 25 days of education or more. This represents the lowest percentage level of missed days so far achieved by our LAC. 25 days missed education equates to an attendance level of 86%.

Pupil I (Year 11):

Pupil I achieved overall attendance in Year 11 of 82%. These absences were due to sickness, refusal to attend and on one occasion being sent home from his bespoke project placement because of dangerous and inappropriate behaviour. Pupil I had 30 days absence (Pupil I is Pupil O at Appendix C)

Pupil II (Year 11):

Pupil II achieved overall attendance in Year 11 of 76%. Absences were a mixture of illness, court appearances, refusal to attend her educational provision or being late arriving after registers were closed. Pupil II had 39.5 days absence (Pupil II is Pupil N at Appendix C).

Pupil III (Year 11):

Pupil III achieved overall attendance in Year 11 of 69%. Absences were 1.5 days fixed term exclusion, refusal to attend his educational provision or being late arriving after registers were closed. Pupil III had 49 days absence (Pupil III is Pupil Q at Appendix C).

Pupil IV (Year 10):

Pupil IV achieved overall attendance in Year 10 of 51%. Pupil IV moved from Shropshire ESBD special school at the end of Year 9 to a special school provision related to her care placement. Pupil IV attended infrequently despite a range of professionals working with her to try and help her engage. In addition her local care placement broke down and Pupil IV was moved to an Out of Authority placement with education on site. There continues to be extensive Tier 3 CAMHS support for Pupil IV and engagement with her education has improved in Year 11. The teacher from the LAC Education and Health Team and the social worker are visiting Pupil IV regularly and, in conjunction with residential care staff, are working with her to encourage her to fulfil her undoubted educational potential and consider FE opportunities.

Pupil V (Year 10):

Pupil V achieved overall attendance in Year 10 of 79%. Absences were 4.5 days fixed term exclusions, 1 day holiday in term time (not authorised by school), 1.5 days illness, 12.5 days unauthorised absence, 17 days authorised absence and 1.5 days medical appointments. Total days missed were 38.

Pupil V continues to be supported by a range of professionals from the LAC Education and Health Team alongside her social worker and residential care staff. Pupil V has a history of self-harming behaviour and vulnerability. She is under the care of CAMHS (care and LAC) and attends a special school for pupils with ESB. Despite these significant difficulties the Local Authority has worked successfully with Pupil V and her family and it is hoped a safe return home will take place within the next few months.

Pupil VI (Year 8):

Pupil VI achieved overall attendance in Year 8 of 73%. Pupil VI has had an extremely difficult year and continues to receive a very high level of support from CAMHS Psychiatrist, CAMHS LAC, LAC Education and Health Team, social worker and residential care staff. Pupil VI experienced three care moves in Year 8 and consequently three school changes. Pupil VI continues to experience a high level of distress and has been diagnosed with Post-traumatic Stress Disorder, alongside having a Statement for Emotional Social and Behavioural Difficulties and attachment issues. Currently placed in residential out of Authority provision, Pupil VI is subject to very regular monitoring.

Of the 6 pupils missing more than 25 days education in 2012-13:-

- 3 were in Year 11;
- 2 were in Year 10;
- 1 was in Year 8;
- All 6 had/have Statements of SEN;
- All 6 were living in residential care (one in a Shropshire LA home, 5 in Independent residential contracted provision):
 - 1 attends a Shropshire ESB Special school
 - 4 attended specialist educational provision linked to her care home
 - 4 receive support from LAC CAMHS and from CAMHS Psychiatric Service.